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ABSTRACT

A Kentucky project sought to identify teacher competencies and subsequent combinations of courses that could provide needed skills for special vocational teachers. Findings from the literature were combined with information from a national survey of state coordinators of special needs programs. Thirty-nine surveys were completed. Results showed that supervisors nearly unanimously felt additional training for certified teachers was needed; the most frequent recommendation of minimal pre-employment preparation for vocational and academically certified teachers was for orientation to nature and needs of special students; and the most frequent recommendation for special education teachers was for preparation in understanding the philosophy and purpose of vocational education. Other survey questions regarded perceived importance of 22 competencies or content areas and funding or special vocational teacher education. (Tables and a narrative description of data are provided.) Recommended teacher competencies included understanding of special student needs and characteristics, planning, adapting, and carrying out instruction; classroom management; evaluation; and guidance. (The final chapter describes the recommended cooperative preparation model with vocational education, special education, graduate, and inservice program components. Endorsement/certification is also discussed. Appendixes include the survey and recommendations of minimal pre-employment preparation.) (YLB)

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Final Report

COMPETENCIES AND PREPARATION PROGRAMS FOR KENTUCKY'S SPECIAL VOCATIONAL TEACHERS

by

Charlotte Tulloch
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COMMONWEALTH OF KENTUCKY
STATE DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION

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CHAPTER 1

INTRODUCTION

American educators have long provided verbal support to the goal of equal educational opportunity for all. But for many years, some groups were excluded or ignored in that educational endeavor. In recent years, however, new categories of students needing various types of special instruction have been identified, including those needing instruction in vocational education. And, as a result of societal concern and legislative mandates, the need emerged to train special teachers and, subsequently, the need to develop special vocational needs teacher education models.

The societal concern came about partially as a result of the civil rights movement of the 60's. During this decade the United States was made aware of the need to educate all of its citizens. No longer would the parents and families of exceptional students stand by while their children were excluded from educational settings. No longer could society tolerate the economic disadvantagement of its unemployed youth lacking the education and skills necessary to find and retain employment.

Congress, in response to these pressures, passed a number of pieces of legislation that made provisions for involving disadvantaged and handicapped students in educational programs. The first piece of legislation that started to impact on teacher education in the vocational area was the 1968 amendments to the Vocational Education Act of 1963. This law set aside 10% of the vocational education dollars to be used in serving the handicapped and 15% to be used in serving the disadvantaged. This 25% set aside package created an almost instant need for vocational teachers who could teach special needs learners. From the time the 1968 amendments were passed through 1972-73,

much effort was put forth in establishing the philosophical and programmatic base for special needs programs. As a result of this effort in the early 70's, personnel needed for these programs were identified and various strategies were set forth to meet these personnel needs.

Support for making vocational education more accessible to special needs students was increased in Public Law 94-482 (Educational Amendments of 1976). And, future legislation is expected to write in special needs students for an increasingly larger share of the funds.

Paralleling this movement in vocational education was a movement to take handicapped students out of separate educational settings and involve them as much as possible in the general school setting. This movement, known as "mainstreaming," involved special education teachers in the vocational setting, which necessitated some cross-field instruction.

In 1975 Public Law 94-142, the Education for all Handicapped Children Act, was passed. This law added several new responsibilities to the general classroom teacher, as well as the vocational and special education teacher.

The first responsibility is that the handicapped student must be educated in the "Least Restrictive Environment," which is defined as the educational site most conducive to learning for all those involved. The mainstreaming movement had done much to remove the barriers faced by handicapped students. Least restrictive environmental programming required even more analysis by educators to insure that accurate placement was being made for the maximum benefit of the students.

The second responsibility is the Individualized Education Plan (IEP). The IEP is required by the law for each handicapped student and is a device that assists in educating the student in the least restrictive environment.

The IEP calls for long term goals, short term objectives, type of services to be provided, who the providers of these services are, where these services are to be provided, and the measurements to be used to assess progress toward goal completion. The parents or advocates for the handicapped student are to sign off that they support the program placement and training being given. If not, they may appeal the placement, and a hearing will be held to resolve the concerns of all those involved.

To develop the IEP, an IEP team is created composed of all those educators who will be involved in delivering services to the student. Thus, the vocational teacher has a high probability of being involved with the IEP.

The third responsibility is the delivery of services to handicapped individuals ages 3 through 21 or until completion of secondary school. Many handicapped individuals want to remain beyond their 18th birthday so they can acquire additional vocational competencies prior to entering the work place. Vocational teachers are encouraging more and more of these handicapped students who are exercising their option of remaining in the formal school setting an additional two or three years.

Thus, as can be seen by the previous discussion, the roles of the general classroom teacher, vocational instructor, and special education teacher have changed dramatically. These educators are now being asked to perform duties and assume responsibilities that ten years ago did not exist.

As often happens, however, practice follows the law somewhat slowly. Vocational educators are only gradually coming to accept the idea that special needs students of varying types can succeed in vocational programs. Until recently few teachers showed much concern over the lack of attention

by vocational education to special needs students. As a result, despite mandating legislation, much still needs to be done in vocational education for special needs students.

As vocational educators become aware of the impact of legislation on their program they also become aware of their lack of skill and preparation for effectively teaching special needs students. They find they need additional teaching skills to adequately meet the special training needs of students who are physically impaired, who are mentally impaired, who are minorities, and who are considered disadvantaged, to name a few.

Not only do vocational teachers feel unprepared to meet the needs of these special students, teacher educators often lack the expertise and the resources to meet the preparation needs of the vocational educators. Maynard Reynolds of the University of Minnesota has observed:

> " . . . there are no adequate arrangements for the necessary time, resources, or incentives for the teacher education job that seems to be required. Somehow we have never negotiated successfully for the essential resources to conduct either the preservice or inservice education of teachers. Furthermore, the college professors who might be called upon to help in the training are not usually competent in these emerging areas." (Hamilton, and Harrington, 1979, p. 1)

As a result of these factors, many states have not organized preservice or inservice programs for preparing teachers to work with special needs students in vocational classes. And, since about 1975, there has been increased interest in determining just what competencies are needed in the area of special needs. Inservice and preservice training to meet these needs have grown out of some of the competency-identification studies. Some states now require special certification for special vocational teachers. Some colleges and universities offer programs leading to a special vocational endorsement. In some states, however, vocational teachers of special students still have

limited access to means of preapring themselves to adequately teach the special needs student. In others, preparation is available, but there are no requirements "motivating" teachers to prepare.

Kentucky, as other states, has a sizeable population of disadvantaged and handicapped. A 1977 report projected figures indicating that 37,162, or 15.4 percent of the students in Kentucky secondary schools were handicapped. Of these, 13,112, or 35.3 percent were enrolled in vocational programs. Twenty-six percent (62,748) of the students met the criteria for disadvantaged. Of these, 22,022, or 35.1 percent were in vocational education programs. These figures indicate over 30,000 special needs students already enrolled in vocational education, to say nothing of a potential of over 60,000 more students who might be eligible for special vocational education. (Bayne, Turner, Jackson, 1977)

To teach the more than 35,000 special needs students already in vocational education in Kentucky, teachers must be vocationally certified, but are not required to meet other standards related to special needs. Some have felt the need for additional preparation and have taken occasional special education courses. However, there is no organized plan of preservice or inservice preparation to adequately prepare Kentucky vocational teachers to teach special needs students who are already in the program.

To begin to meet this need, the Department of Vocational Education of the University of Kentucky, through a grant from the Kentucky Department of Education, Bureau of Vocational Education, conducted this project to study recommendations of special vocational supervisors across the nation regarding preparation needs, to gather materials on related preservice and inservice training being done elsewhere, and to develop recommendations for Kentucky in the area of preservice and inservice preparation and possible certification or endorsement standards for special vocational teachers.

Objectives

Objectives of the project were originally stated as:

1. Identify the competencies (general) required of special vocational teachers.
2. Identify main areas of course content and experiences necessary to develop these competencies.
3. Obtain the State's commitment to formal or informal endorsement of SVP teachers and move forward to prepare the University of Kentucky certificate of completion

Concerning objective three, it was decided that efforts to obtain the State's commitment for endorsement should follow this project rather than be part of it. Also, such efforts would logically be the joint responsibility of the Bureau of Vocational Education and/or the teachers themselves and the institutions of higher education.

Therefore, through a search of the literature and a national survey of state coordinators of special needs programs, this project sought to identify teacher competencies and subsequent combinations of courses which could be used to equip teachers with needed skills. The latter examined the needs of three target groups of teachers; regular vocationally certified, special education, and non-vocational academic teachers.

Definition of Terms*

DISADVANTAGED:

Persons (other than handicapped) who have academic or economic handicaps, who have limited English speaking abilities, or who require special services

*Definitions adapted from Bayne and Caton, 197[illegible] and Meers and Vasa, 1978.

and assistance in order for them to be able to succeed in regular vocational education programs.

The Federal Register (1970) defined disadvantaged as " . . . persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related activities. The term includes persons whose need for such programs or services results from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described here.

INDIVIDUAL EDUCATION PROGRAM (IEP):

A written statement describing the educational objectives for and the services to be provided to each handicapped student, the IEP is a provision of PL 94-142. The elements to be included in the IEP are statements of present educational performance, annual goals and short term objectives, conditions under which services will be delivered, and the evaluation criteria.

LEAST RESTRICTIVE ENVIRONMENT:

A wide number of options favoring the educational environment which is closest to general education placement.

HANDICAPPED CHILDREN:

" . . . those children evaluated . . . as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf, blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services." (PL 94-142) Often used interchangeably with "special needs."

MENTAL RETARDATION:

Significantly subaverage (sometimes defined as evidenced by scoring two or more standard deviations below the mean in intelligence tests) general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

SPECIAL EDUCATION:

Education and related services designed to meet the unique needs of handicapped children and youth.

SPECIAL EDUCATOR:

One who has had special training or preparation for teaching the handicapped; may also work cooperatively with the regular classroom teacher by sharing unique skills and competencies.

SPECIAL NEEDS:

A broad and inclusive concept that takes into account any handicap that requires alternative and/or supplementary education in order to prepare the individual to adequately function within society. "Special needs" implies the existence of a handicap in school, whether due to disability or disadvantagement. Often used interchangeably with "handicapped."

SPECIAL VOCATIONAL EDUCATION:

Vocational education programs, services and activities designed to meet the unique needs of handicapped and disadvantaged students.

SPECIAL VOCATIONAL TEACHER:

A vocational teacher who is not identified with a specific program area but is certified to work with special needs students, including disadvantaged and handicapped. The Kentucky teacher with Developmental Occupational Programs

must have 2000 hours of work experience in business and industry. Exception: work experience may not be required of special supportive teachers such as those with expertise in remedial reading. (Kentucky BVE)

SPECIAL VOCATIONAL NEEDS:

Vocational education for disadvantaged or handicapped persons supported with funds under the Vocational Education Act of 1976 (P.L. 94-482) to include special educational programs and services designed to enable disadvantaged or handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach as a result of their handicapping condition. These programs and services may take the form of modification of regular programs, or special vocational education programs designed only for disadvantaged or handicapped persons. Examples of such special educational programs and services include the following: Special remedial instruction, guidance, counseling and testing services, employability skills training, communications, skills training, special transportation facilities and services, special educational equipment, services, and devices, and reader and interpreter services.

Generally speaking, it involves working with those individuals in need of vocational training who cannot succeed in a regular vocational program due to handicapping condition or the effects of disadvantagement.

VOCATIONAL EDUCATION:

"Vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with a state board or local educational agency, and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations in advanced technical education programs, but

excluding any program to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree." (A.V.A. definition, 1968)

VOCATIONAL SCHOOL:

A school which is organized separately under a principal or director for the purpose of offering training in one or more skilled or semi-skilled trades or occupations. It is designed to meet the needs of high school students preparing for employment and to provide upgrading or extension courses for those who are employed.

VOCATIONAL SUBJECT:

Any school subject designed to develop specific skills, knowledge, and information which enable the learner to prepare for or to be more efficient in his chosen trade or occupation.

CHAPTER 2

STATE OF THE ART

Legislation

Various laws address the vocational education of students known as "special needs" students. The Vocational Rehabilitation Act - Section 504 (PL 93-112), passed in 1973, provides that "no otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

The Education of all Handicapped Children Act (PL 94-142) assures a free appropriate public education to all handicapped children aged three through twenty-one. Among other stipulations, it requires that all handicapped children must be provided with an education in the "least restrictive environment." While for some children this involves mainstreaming, "least restrictive" may also be a special class, special school, or a special institution. PL 94-142 also requires development of an Individual Education Program (IEP) for each handicapped child.

The Educational Amendments of 1976 (PL 94-482) provide, among other things, the federal money for vocational programs and services to all ages of handicapped and disadvantaged students. Ten percent of the basic grant to states is to be spent on vocational programs for the handicapped, and 20 percent is to be spent for the disadvantaged.

These three acts complement each other in mandating and implementing vocational educational opportunity for the handicapped and the disadvantaged.

Review of the Literature

As schools and state departments worked to implement the law, various problems emerged. One was the lack of adequately trained personnel. Despite legislative responsibility, few vocational education teachers have been trained to meet the new demands put on them, and few special education teachers have been trained in vocational education. Both groups need to acquire additional teaching skills to meet the special training needs of students in vocational education who are physically or mentally impaired, who are members of minority groups, who are disadvantaged, or who are members of other emerging groups such as the aged and the incarcerated.

Not only are vocational and special educators unprepared to effectively teach special needs students in vocational education, but teacher educators often lack the expertise and resources to meet the challenge.

In an attempt to begin to meet this need, various agencies and institutions have conducted studies seeking to determine what competencies a teacher needs to have in order to effectively teach vocational special needs students. What should the colleges and universities be teaching these vocational teachers of special needs students?

In a review of the literature, Hamilton and Harrington (1979) found that prior to 1975 there was little interest in competency identification in this area or relating to training of vocational teachers to deal with special populations. In 1975 and thereafter, however, there was a good deal of literature relating to competency-identification studies in the area of special needs. Some of these studies were in terms of vocational teachers who would be teaching separate classes for special students. Many of the studies focused in a program area, e.g., industrial education, (Kruppa, Fritz, and Thrower, 1973) or on a single professional role, e.g., special education teachers and work experience coordinators (Habilitation Personnel Training Project, 1976).

Some of the earlier competency studies looked at competencies for vocational education teachers in general. For example, Cotrell, et al. (1970), using a national sample of vocational teachers, developed a list of 390 competencies needed by vocational-technical education teachers and coordinators. These classified into ten major categories: (1) program planning, development, and evaluation; (2) planning of instruction; (3) execution of instruction; (4) evaluation of instruction; (5) management; (6) guidance; (7) school-community relations; (8) vocational student organizations; (9) professional role and development; and (10) coordinators.

Cook, et al. (1972) developed a list of seventy-five competencies for a preservice vocational teacher education program which classified into seven major categories: (1) plan; (2) instruct; (3) evaluate; (4) guide; (5) manage; (6) public and human relations; and (7) professional role. The competencies were identified originally by university faculty members and validated by teachers, school board members, business and industry representatives, graduates of vocational programs, and high school and community college students.

Other studies identified competencies needed to work with various categories of special student.

Hewitt (1966) identified and classified competencies for teachers of emotionally handicapped children. Seven main headings emerged: (1) objectivity; (2) flexibility; (3) structure; (4) resourcefulness; (5) social reinforcement; (6) curriculum expertise; and (7) intellectual model.

Dinger (1971) identified 41 somewhat more specific competencies for teachers of secondary level EMR students. These competencies seem to suggest that teachers need a background in teaching prevocational skills.

In relation to working with EMR students, Bitter (1971) stressed the need to emphasize learning how to learn and think, rather than emphasizing

what to know and remember. The similarity in educational needs of all adolescents was also stressed. Competencies suggested by the study include resourcefulness in providing learning experiences and the ability to identify and understand needs of the individual student.

Blackwell (1972) reported a study of attitudes, characteristics, and personalities of teachers of trainable mentally retarded students. Twenty-eight specific teacher competencies were identified, with emphasis placed on the ability of the teacher to develop a sense of personal worth in the student.

Based on information compiled in 1973, Omvig (1975) reported needs as expressed by vocational education teachers in relation to teaching the handicapped. The greatest needs expressed by the teachers included:

- Understanding the handicapped and their needs
- Knowledge of other agencies and community resources
- Parental counseling
- Providing the student with better skills and academic preparation
- Curriculum modification
- Evaluation and diagnosis
- Prescriptive teaching
- Knowledge of the range of jobs which might be open to the handicapped
- Behavior Modification

Brolin (1973) reported a study surveying the needs of EMR students and competencies teachers need in order to meet these needs. Thirty-one teacher competencies in four curriculum areas (occupational, activities of daily living, psychosocial, and academic) were rated highly important.

From a statewide survey of Michigan teacher educators, local administrators, and consultants, Ferns (1971) identified nine training needs of special needs workers in vocational education programs:

1. Developing awareness of the specific needs of the handicapped and disadvantaged.
2. Knowing who the handicapped and disadvantaged are, how to plan programs for them, and how to accommodate them in regular programs.
3. Compassion for and understanding of individuals.
4. Knowing differences in teaching methods and materials for special needs students as compared to normal students.
5. Evaluating programs.
6. Adapting curricula to the open entry-open exit concept and the immediate feedback or reward concept.
7. Developing skills in human relations.
8. Handling potentially explosive urban situations.
9. Understanding of the drug problem, student dissent, and racial issues.

Kemp (1966) identified, based on program experience, ten competencies critically needed by vocational teachers to successfully teach special needs students. These competencies include: (1) subject matter competence; (2) interest in working with special needs students; (3) the ability to reinforce slow learners and respond to all students; (4) the ability to seek out new techniques for communicating with the students; (5) skill in presenting goals to students and aiding them to meet challenges; (6) the ability to measure students by individual achievements; (7) specialized training to work with the disadvantaged learner; (8) the ability to work with other school personnel; (9) the ability to gear instructional materials to the understanding of the students; and (10) skill in helping students build improved self-concepts.

A study by Kruppa, et al. (1973) reported eight categories of competencies needed by industrial education teachers of disadvantaged and handicapped secondary students. The eight categories were classified from a list of 330 competencies synthesized from three other national competency studies. The competency categories included: (1) program development; (2) instruction; (3) knowledge of the learner; (4) community resources; (5) professional role and development; (6) management; (7) personality development; and (8) guidance.

Albright, Nichols, and Pinchak (1975) identified six categories with a total of 112 competencies necessary for occupational education teachers of disadvantaged and handicapped youth. The six categories included: (1) program management; (2) curriculum; (3) classroom management; (4) coordination; (5) remediation; and (6) counseling. Teachers and coordinators rated the competencies in terms of frequency of performance and importance. Competencies receiving the highest ranking were those in the categories of classroom management and curriculum.

In Virginia, vocational education personnel ranked competencies considered important to vocational education teachers of the disadvantaged and handicapped. Those competencies ranked most important included knowledge of the characteristics of handicapping conditions, identification and use of diagnostic techniques, interest in the handicapped population being worked with, knowledge of appropriate teaching methods, identification and evaluation of progress, management of discipline problems, ability to relate to people regardless of discriminative characteristics, and practical experiences with handicapped persons (Sheppard, 1975).

At the first National Teacher Education Workshop for special and vocational education teacher educators held in January 1976, participants

reviewed and evaluated a composite list of tasks performed by special needs personnel. Participants rated each competency on how critical successful performance of the task was to the overall effectiveness of a local program, regardless of who (by role) typically performed the task.

Ratings were based on a five-point criticality scale ranging from unimportant (1) through a mid-point of important (3) to extremely critical (5). The 12 tasks receiving a mean rating greater than 4.00 are shown in Table 1. These represented the tasks judged to be most critical in providing overall effective vocational programming.

Tasks dealing with providing direct instructional service rated highest. Utilizing appropriate instructional technique and providing reinforcement appeared to be most critical. Four other tasks related to direct instruction were rated among the top nine tasks. These included: appropriate sequencing of instruction, coordinating vocational instruction with academic instruction, and developing, selecting, or modifying learning materials. Assessment and counseling skills, evaluating instruction, assessing a student's occupational interests, and providing career counseling were also highly ranked (Clark, 1977).

Based on a literature review, Nelson, Johnson, and Frank (1976) finalized a list of 74 competencies needed by vocational teachers in developing learning experiences for educable mentally retarded students. Using this list, inservice needs of workshop participants from six Wisconsin school districts were assessed. Based on staff observation and participant feedback, the authors concluded that some of the competencies which vocational teachers needed to acquire included: (1) use of evaluation information in designing and managing instruction; (2) behavior observation skills; (3) performance evaluation techniques; (4) individualized instruction for EMR

Table 1. Mean Critical Ratings for Top Twelve Teacher Tasks in Vocational Programming for Special Needs Students

Task	Mean Critical Rating
Identify instructional techniques appropriate for special needs learners	4.44
Provide reinforcement for learning	4.42
Evaluate and upgrade the effectiveness of instruction	4.13
Analyze students' occupational interests	4.11
Plan a sequence of modules or units of instruction according to the learner's needs	4.11
Coordinate with instructional planning academic areas for students with learning problems (reading, math, and other academic areas required for graduation)	4.11
Develop instructional materials for special needs learners	4.11
Provide career counseling and guidance	4.11
Select or modify instructional materials appropriate for different special needs learners	4.09
Develop individual student performance goals and objectives	4.06
Collaborate with other educators, specialists, and parents in evaluating the learner's educational needs	4.02
Identify available assessment instruments appropriate for special needs learners	4.00

Clark, 1977, p. 44.

students; (5) identification and restructuring of jobs; (6) task analysis procedures; and (7) designing concrete learning experiences.

Kistler, et al. (1977) surveyed teachers of special programs for the handicapped and the disadvantaged in Maryland. Teachers rated 34 competencies which had been categorized into four areas: (1) assessing program and learner needs; (2) planning instruction; (3) implementing instruction; and (4) evaluating program and instruction. Teachers of the handicapped tended to rate program and learner assessment competencies higher than did teachers of the disadvantaged.

Some researchers have attempted to compare various competency lists. Schneck (1977) completed a frequency analysis of competencies across four studies. Table 2 shows tasks perceived as important in all four references. Table 3 indicates competency statements appearing with low frequency.

When Kingsbury and Farabee (1979) scrutinized eight studies of competencies needed by teachers of special vocational students, they found many similarities. By referencing subcompetencies into major areas, they arrived at a list of common competency areas: program planning, curriculum development, method of instruction, evaluation, guidance, human relations, management of learning and behavior, coordination, remediation (tutorial).

Meers and Vasa (1978) used a statewide needs assessment survey and a review team of state department, university, and local education agency personnel to establish seven generic competency statements. "Sub-competencies" for each generic statement were developed by project staff and verified by personnel involved in special vocational needs (Table 4).

Taylor (1977) compiled a priority listing based on perceived importance of 23 teaching competencies needed by vocational trade and industrial instructors working with students with special needs. Trade and industrial teachers

Table 2. High Frequency Competency Statements

ASSESS PROGRAM AND LEARNER NEEDS
Analyze students' occupational interests and attitudes.
Collaborate with other educators, specialists, and parents in evaluating the learner's educational needs.
PLANNING INSTRUCTION
Analyze occupational/career clusters to determine relevant instructional content (Competencies needed in the world of work).
Identify available assessment instruments appropriate for special needs students.
Prepare alternative assessment procedures.
Plan a sequence of modules or units of instruction according to the learner's needs.
Coordinate with instructional planning in academic areas for students with learning problems (reading, math, and other academic areas required for graduation).
Develop individual student performance goals and objectives.
Identify instructional resource personnel (e.g. reading specialists and bilinguists) capable of providing supportive help for special needs learners.
Identify instructional techniques appropriate for special needs learners.
IMPLEMENTING INSTRUCTION
Manage and modify when necessary the tools, equipment, facilities or conditions in the learning environment.
Develop, use and evaluate job samples designed to teach specific occupational skills.
Select or modify instructional materials appropriate for different special needs learners.
Develop instructional materials for special needs learners.

Table 2 (continued)

Use instructional techniques that individualize instruction (e.g. peer instruction, small group, programmed).
Employ techniques or principles of special instruction (e.g. discrimination learning or cue redundancy).
Identify and control problem behaviors in the classroom using behavioral management techniques.
Provide reinforcement for learning.
Provide career counseling and guidance.
Provide work adjustment counseling.
Provide personal counseling.
EVALUATING PROGRAM AND INSTRUCTION
Develop instruments and procedures appropriate for assessing the achievement of special needs learners.
Design and implement a system for monitoring and feeding back student progress and achievement on a regular basis.
Assess the cognitive performance of special needs learners.
Assess the affective performance of special needs learners.
Assess the psychomotor performance of special needs learners (perceptual included).
Evaluate and upgrade the effectiveness of instruction.

Note:

The competency statements first appeared in the Phelps et al., (1976) Professional Task Analysis Questionnaire and were adapted for use in an unpublished frequency analysis chart perpared by Gerry Schneck while at the University of Minnesota in 1977.

(Albright, 1978, p. 25-26.)

Table 3. Low Frequency Competency Statements

PLANNING INSTRUCTION
Establish and/or use program advisory committees.
IMPLEMENTING INSTRUCTION
Develop, coordinate, and evaluate a community relations program.
Organize and use a "buddy system" for special needs learners.
Plan and coordinate off-campus work (on-the-job) instruction.
Plan and coordinate on-campus work (on-the-job) instruction.
Provide and/or coordinate job placement services for special needs learners.
Train employers and supervisors to work effectively with special needs learners.

Note:

The competency statements first appeared in the Phelps et al. (1976) Professional Task Analysis Questionnaire and were adapted for use in an unpublished frequency analysis chart prepared by Gerry Schneck while at the University of Minnesota in 1977.

(Albright, 1978, p. 27.)

Table 4. Competencies for Special Vocational Needs

1. Program Planning:

   1.1 The ability to diagnose student needs within a vocational framework which is consistent with facilities available and occupational opportunities.
   1.2 Demonstrate a knowledge of vocational legislation, vocational funding, and vocational advisory committees.

2. Curriculum Development:

   2.1 The ability to plan course content, design instructional materials and implement activities that are appropriate to the needs and interests of the individual student.

3. Method of Instruction:

   3.1 The ability to use appropriate instructional, motivational and reinforcement techniques and instructional media which will result in an effective delivery system to the student.

4. Evaluation:

   4.1 The ability to select and use appropriate methods of evaluation which will reflect effectiveness of instruction and student accomplishment.
   4.2 The ability to analyze and synthesize data from all relevant sources that will support program planning effectiveness.

5. Guidance:

   5.1 The ability to communicate occupational information, and assist students in setting realistic goals in cooperation with other school staff and parents.

6. Human Relations:

   6.1 Demonstrate a personal concern for students and parents in all aspects of the educational experience.

7. Management of Learning and Behavior

   7.1 The ability to provide an atmosphere in which the student can work toward self-fulfillment in a school, home, community and occupational setting.

(Meers and Vasa, 1978)

rated all competencies of moderate to high importance. These priorities are shown in Table 5. It was interesting to note that the three competencies receiving the highest priority had to do with respect, motivation, and the self-concept of the disadvantaged or handicapped learner. In other words, ability to accept the person and his needs first, then proceed with educational programming.

Sankovsky (1977) surveyed vocational educators, asking about characteristic problems that vocational educators encountered in the educational programming of special needs students. Analysis of open end answers provided nine key clusters, presented here in priority order: (1) Art and science of teaching special needs, (2) development and use of materials and curricula, (3) interpersonal skills, (4) teaching reading, (5) information on resources, (6) training in motivational technology, (7) using experienced teachers as trainers, (8) develop and use individualized instructional materials, (9) teaching math.

Other training needs included: how to identify and deal with the problems of the special needs student, how to identify the special needs student, workshops on special needs with the parents of the students involved, and the actual demonstration of a handicapped or disadvantaged student learning a skill.

Bayne and Caton (1979) reported a study in which Kentucky special educators, special vocational educators, and vocational educators were surveyed to determine common core competencies. Using a list of 62 competencies (selected from the literature and field tested) they asked respondents to rate the competencies on importance, frequency of performance, and self-identified confidence level. The analysis compared responses by special, special vocational and vocational educators.

Table 5. Priority Listing of Competency Statements Based on Means of Degree of Importance

Competency Statement	Rank
Respect each handicapped and disadvantaged student as an individual with potential to succeed and become a productive member of society.	1
Utilize methods and techniques of motivating the handicapped and disadvantaged.	2
Create techniques to assist handicapped and disadvantaged students to build positive self concepts.	3
Utilize audio-visual, audio-tutorial, and other aids in teaching the handicapped and disadvantaged.	4
Identify characteristics which cause students to be classified as handicapped and disadvantaged.	4
Counsel the handicapped and disadvantaged.	5
Utilize the State Plan which includes state and federal and procedures, and the allocation of funds available for the education of handicapped and disadvantaged.	6
Employ special support services personnel within the instructor's school and/or local system.	6
Develop instructional techniques for the non-reader.	6
Identify and utilize teaching techniques appropriate to the learning objectives of handicapped and disadvantaged students.	7
Develop and utilize effective methods of communication with handicapped and disadvantaged students.	7
Establish appropriate learning environment for the handicapped and disadvantaged.	8
Identify employment possibilities for the handicapped and disadvantaged students.	9
Design methods and techniques of individualizing and personalizing instruction for the handicapped and disadvantaged.	10
Identify psychological barriers to learning that handicapped and disadvantaged students might possess for which teachers must make adjustments.	11

Table 5 (continued)

Design and implement appropriate evaluation procedures for determining instructional effectiveness in working with handicapped and disadvantaged students.	12
Diagnose factors contributing to low achievement of the handicapped and disadvantaged.	13
Maintain an inventory of supplementary materials designed for the handicapped and disadvantaged.	14
Outline classroom management procedures for the handicapped and disadvantaged.	15
Describe the advantage and disadvantage of mainstream education in a local school situation.	16
Estimate the personal, social, and academic competencies of handicapped and disadvantaged students.	17
Develop an individual educational plan for each handicapped and disadvantaged student.	18
Identify cultural and sociological influences on the handicapped and disadvantaged.	19

(Taylor 1977, pp. 43, 44)

A high level of agreement on importance of the competency statements was found to exist between vocational teachers and special education teachers. Special vocational educators consistently ranked items as less important than did special educators. Vocational educators and especially special vocational educators also consistently performed the competencies less frequently than did special educators. Special vocational teachers also indicated considerably less confidence in the competencies.

The authors concluded that there were ". . .strong indications that further assistance in many of the general areas is necessary if special vocational educators are to gain the confidence as indicated by special education professionals." (Bayne and Caton, 1979, p. 53)

Greater involvement in inservice activities by special vocational teachers was suggested. To this end, they recommended a systematic inservice program in each school district where handicapped students are enrolled in vocational education programs as well as cooperative effort by vocational and special education teachers.

To implement the suggestions, a model program was developed. The 62 competencies were condensed to 42 and organized into seven categories:

I. Student Identification
II. Program Planning and Management
III. Classroom Planning and Management
IV. Teaching Methodology
V. Cooperative Vocational Education
VI. Counseling and Human Relations
VII. School and Community Resources

Performance objectives were developed for each competency. As a recommendation growing out of inservice programs held, the authors suggested

both continued in-service and inclusion of competencies into pre-service teacher training programs. Eschenmann and O'Reilly (1980) surveyed trade and industrial teacher educators, administrators, and state department personnel. They found that state department personnel ranked competencies differently in importance than did teacher educators and administrators (see Table 6).

Some of the "special needs" competency studies assume inclusion of the disadvantaged student in their considerations by definition. A few have specifically included the disadvantaged (Albright, et al., 1975; Sheppard, 1975; Kistler, et al., 1977). Few have addressed studies directly to determining specific competencies needed to work with disadvantaged vocational students.

A study by Walsh and Toten (1976) revealed that, in the groups studied, two out of every three disadvantaged students enrolled in vocational projects were in regular classes. One out of three was in some type of special class. What competencies are needed in teaching these groups?

Various authors have suggested general competencies needed by teachers of the disadvantaged. Wircenski (1978, p. 19) states: "A teacher of the disadvantaged should have competence in his subject area, knowledge in vocational education, and familiarity with methods of instruction which enable him to communicate with his students. Hence, teacher educators have an important task to prepare teachers for this task."

Cohen, et al., (1969) reemphasized the importance of teacher competencies in communicating with disadvantaged students, as well as the importance of being "person-centered" and student-oriented.

Scott (1967) suggested five broadly stated competencies for teachers who work with culturally disadvantaged students: (1) proficiency in dealing with

Table 6. Rank Order of Competencies

Competency: Trade & Industrial Teacher Educators and Administrators	Rank
Learning theory	1
Curriculum development/modification	2
Counseling disadvantaged and handicapped students	3
Safety	4
Facility planning/modification	5
Placement of disadvantaged and handicapped	6

Competency: State Department Personnel	Rank
Curriculum development/modification	1
Learning theory	2
Safety	3
Counseling disadvantaged and handicapped	4
Facility planning and modification	5
Placement of disadvantaged and handicapped	6

(Adapted from: Eschenmann and O'Reilly, 1980.)

rapidly changing situations that arise in the classroom; (2) perceptiveness and capability in meeting psychological needs of students; (3) skill in modifying learning experiences in the content areas; (4) responsiveness to situations that arise in the classroom to help pupils acquire and practice social skills; and (5) flexibility in decision making.

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CHAPTER 3

REPORT AND DISCUSSION OF DATA

Methodology

Before attempting to summarize the literature findings into program recommendations for Kentucky, it was determined that there was a need for several additional kinds of information, including: (1) what other states were doing regarding certification or endorsement of Special Vocational Personnel, (2) details about courses, workshops, or in-service programs developed by state teacher education institutions, and (3) information on how important various competencies were perceived to be in the preparation of Special Vocational Teachers.

As a first step in gathering this information, phone calls were made to several state supervisors of special vocational programs in states thought to have some form of certification of special vocational personnel. They were asked about their state's certification status and any material they might have describing certification, related course descriptions, and competencies. Several sent items in return. Follow-up calls were made to a number of university people for further information.

Next, a three-page survey form was designed, incorporating questions about certification and endorsements, courses and experiences offered or recommended, funding, and importance of various competencies. (See Appendix A).

The surveys were mailed to a state supervisor for special needs programs in each state (except Kentucky), Washington D.C., and two territories. A follow-up letter and another copy of the survey was sent to non-respondents. Thrity-nine surveys, or 75 percent, were completed and returned. In several cases, supplementary materials were included.

The results were compiled into tables and a narrative description.

Table 7. State Department Certification Requirements for Special Vocational Personnel

States Requiring SVP Certification		States Not Requiring SVP Certification		States Planning to Initiate SVP Certification	
No.	Percent of Respondents	No.	Percent of Respondents	No.	Percent of Respondents
14**	34.14	27	65.85	12	29.27
Arizona		Alabama		Alabama	
Colorado		Alaska		Florida	
Delaware		Arkansas		Indiana	
Idaho		Connecticut		Louisiana	
Maine		Florida		Maryland	
Massachusetts		Hawaii		Missouri	
Minnesota		Indiana		Montana	
Mississippi		Louisiana		New Hampshire	
Nebraska		Maryland		New York	
Nevada		Michigan		Tennessee	
North Carolina		Missouri		Utah	
North Dakota		Montana		Vermont	
Texas		New Hampshire			
Wyoming		New Jersey			
		New Mexico			
		New York			
		Ohio			
		Oklahoma			
		Oregon			
		Pennsylvania			
		Rhode Island			
		South Dakota			
		Tennessee			
		Utah			
		Vermont			
		Washington			
		Wisconsin			

*Includes 2 states who responded by phone but did not complete written survey.

**Fourteen state supervisors responded that they have state SVP certification. However, from all information gathered it appears that some of these states may have entry preparatory requirements rather than certification.

Results

Certification Status

Surveying the states revealed that 34.14 percent of those responding, or 14 states, have some kind of preparation requirements for special vocational personnel (See Table 7.) Requirements vary from state to state and, even in some cases, from school to school. About sixty-six percent of states responding did not require SVP certification. As noted later, however, some have plans for such certification. Descriptions of certification requirements provided in answer to survey question two are included here. Some responses to survey question two indicated future plans rather than current certification status.

Alabama

Special vocational certification is not available, but all preparatory teachers must now take at least one course in Special Education as part of their certification.

Arkansas (used as an endorsement plan)

To qualify to teach Special Vocational Needs: If holding a Special Education Certification: require 12 hours of vocational education, e.g.: History and Principals, Methods, Occupational Analysis, Vocational Methods. If holding a Vocational Education Certificate, require 12 hours of special education, Nature and Needs of Handicapped and courses of own choosing. 40 hours of inservice training allowable in lieu of a 73 hour course. A teacher may begin teaching special needs vocational without qualifications. But funds are withdrawn if teacher does not qualify in two years.

Colorado

1 course in Coordinator Techniques for Coop Programs

1 course in Vocational Philosophy for all special programs

1 course in serving students with special needs for all special programs

2000 hours of occupational experiences

Delaware

Required courses:

Survey of Exceptional Children
Methods of Instruction
Curriculum Development
Assessment Procedures: Diagnosis, Evaluation, Testing

Idaho

A teacher certified in basic or vocational skills with appropriate work experience and at least one year's teaching must also have:

Identification of vocational students with special needs
Methods of teaching vocational students with special needs
Curriculum or materials development for vocational students with special needs
Counseling vocational students with special needs
Principles/philosophy of vocational education
Interim endorsement may be given for three years to enable applicants to meet requirements.

Indiana

At the present time certification patterns for program infusion are being planned.

Maryland

Possibly in the area of Vocational Evaluation and Assessment.

Minnesota

License requirements for various types of special needs positions.

Mississippi

Teacher must have a vocational certificate and six (6) semester hours of course work directly related to teaching the handicapped in the area of guidance, psychology, and/or special education.

Missouri

Possibly in the next two years.

New Jersey

A teacher holding a regular New Jersey instructional certificate may earn an endorsement for teaching handicapped by presenting a program that has included 18 semester-hour credits in education of the handicapped. 18 semester-hour credits in education of the blind and partially sighted or the deaf and hard of hearing will earn a certified teacher an endorsement in those areas.

New York

Review and modification and/or new certification.

North Carolina

State Board Certification requirements for Special Vocational Personnel are based on each individual's job assignment, taking into consideration their training and work experience. For example, if a certified vocational education teacher is going to be working 50 percent or more time with Disadvantaged and/or Handicapped students, they are required to be certified in the area of Disadvantaged/ Handicapped.

A minimum requirement would be six hours in special education. By the same token, a certified exceptional education teacher would be required to get six additional hours in vocational education. Some of the courses required, again depending on the person's background, would be Introduction to Teaching Exceptional Children, Methods of Teaching Special Education, History of Philosophy of Vocational Education, Teaching Introduction to Learning Disabilities, Organizing Youth Clubs, and Administration and Supervision of Co-op Vocational Education Programs.

Question 3 asked those not currently having state department certification if they plan to initiate some certification program. While 27 states (about 66 percent of the respondents) said they do not now have a certification program, 12 of those states (29 percent of the respondents) have plans to begin such a program. Sixty-three percent of the respondents either have or expect to have a certification program for Special Vocational Teachers.

A number of respondents made comments in answer to this question. Substantive comments are included here.

Ohio

The certification program follows the five occupations/areas of teacher education patterns.

Oregon

We feel that special vocational certification is an unappropriate solution to the problem at least in Oregon. We feel that the regular

vocational instructor has the responsibility to serve special needs students within the regular vocational program. We encourage cooperation between vocational education and special education staff at the local level and provide supplemental preservice and inservice instruction.

Pennsylvania

Since emphasis is placed upon handicapped and disadvantaged students being mainstreamed, all vocational teachers are being encouraged to take some classes dealing with the exceptional students and/or participate in inservice meetings for vocational personnel to meet the needs of special needs students.

Utah

We plan on having all vocational educators trained re: working with vocational handicapped through (a) Inservice Training, (b) The Development of appropriate Teacher Training courses that would be mandatory for teacher trainees (voc) at training institutions.

Vermont

Plans have not been finalized. Pre-service training along with inservice workshops from the University provide the immediate competencies necessary for performing the job.

Wisconsin

We are suggesting that regular vocational education certification include the special needs areas.

Wyoming

Teacher must be certified in an area of vocational education plus have eight (8) hours in three of the following areas of special education: (a) mental retardation; (b) learning disabilities; (c) emotional handicaps; (d) behavior management; (e) acoustically handicapped; (f) other recognized area(s) of exceptionality.

Perceived Training or Experience Needs

State supervisors were asked to comment about their personal feelings as to whether already certified teachers should receive additional training or have any special experiences, prior to becoming employed as Special Vocational Teachers. With near unanimity, supervisors (all but one) felt additional training was needed, and the one "No" answer was qualified:

"In some programs the instructor must have a wide-range of vocational experience and special education."

Some supervisors indicating "Yes" commented generally on the subject:

> "The training would not be the same for vocational or special education, or counselors, or other teachers."
>
> "There is little understanding of each other's role."
>
> "If the vocational program is solely for handicapped, these students are more severely handicapped therefore, these teachers need some background in vocational and special education."
>
> "There are those persons who adapt to special needs students more rapidly than others, but overall, because of records, assessment, curriculum, equipment, my answer is "yes."
>
> "In some programs the instructor must have a wide-range (sic) of vocational experience and special education."

Respondents who indicated "Yes" to question 5, saying they feel regularly certified teachers need more training to become SV teachers, were asked to describe or list what they would consider minimal pre-employment preparation for each of three groups of teachers:

(a) Vocationally certified teacher who will teach SV students

(b) Special education teacher who will teach SV students

(c) General, academically certified teacher (science, math, social studies, etc.) who will teach SV students.

Responses in each group to this open-end question tended to fall into categories. These categories are listed in Tables 8, 9, and 10. Frequency of response is given.

The tables list responses separated into individualized items or categories, but the total recommendation package for each category of teacher from each supervisor is also of interest. This information is included in appendices B, C and D.

Table 8. Recommendations of Minimal Pre-employment Preparation for Vocationally Certified Teachers Who Will Teach SV Students

Recommendations	Frequency of Occurrence
Orientation to special needs or exceptional students	18
Techniques of teaching special needs students	9
Curriculum development and modification	5
Individualized instruction and IEPs	4
Internship or practicum (one half school year or 9 qtr. hours)	3
Prescriptive teaching	3
Behavior management/modification	3
Mainstreaming	2
Public laws and legal requirements	2
Competency based vocational education	2
Minimum 6 hrs. elective relating to teaching voc ed to D/H	2
Philosophy and purpose of special education and vocational education	2
Student assessment	2
Counseling the disadvantaged	1
Resource materials	1
Remedial reading and math	1
Empathy for voc-disadvantaged & motivation to produce for the handicapped	1
Occupational information	1
Management and diagnostic skills	1

Inservice was specifically mentioned 3 times.

Table 9. Recommendations of Minimal Pre-employment Preparation for Special Education Teachers Who Will Teach SV Students

Recommendations	Frequency of Occurrence
Philosophy and purpose of vocational education or overview of vocational education	20
Certification, vocational competency, or skill instruction in some area	8
Occupational and task analysis	7
Teaching of special needs children	6
Work experience	3
Diagnosing/assessing SV students	3
Public laws and legal requirements	2
Individualized instruction	2
Competency based vocational education	2
Program evaluation and management	2
Vocational Guidance	1
Modification techniques of equipment and machinery	1
Remedial reading and math	
Developing individualized plans	1
Roles and responsibilities of referral agencies	1
Analysis of human behavior-behavior modification	1
Job market	1
Visitation to education and vocational programs serving handicapped-special students	1

Table 10. Recommendations of Minimal Pre-employment Preparation for General Academically Certified Teachers (Science, Math, Social Studies, etc.) Who Will Teach SV Students

Recommendations	Frequency of Occurrence
Orientation to special needs or exceptional students	17
Philosophy and purposes of vocational education	13
Techniques of teaching special needs students	5
Regular vocational education content or requirements	4
Relating academics to work & vocational education	4
Behavior management/modification	4
Occupational analysis	4
Remedial reading and math	3
Individualized instruction & IEPs	3
Assessment/referral of students	3
Counseling	3
Curriculum modification	2
Occupational experience	2
Vocational competency/skill instruction	2
Vocational methodology	2
Psychology of exceptional child	1
Mainstreaming	1
Classroom management	1
Prescriptive teaching	1
Appraisal	1
Accountability	1
Program and learner evaluation	1
Competency based instruction	1

Minimal Pre-Employment Preparation for Vocational Teachers Teaching SV Students

Recommendations of minimal pre-employment preparation for vocationally certified teachers who will teach SV students are listed in Table 8. Occurring most often was a recommendation for classwork orienting students to the nature and needs of special students. Some groups of special students specifically mentioned were handicapped, learning disabled, and mentally retarded students.

Techniques for teaching special needs students were next in demand. "Learning styles coupled with teaching style" and disadvantaged learners were specifically mentioned. Method of delivery, when mentioned, was primarily coursework (six semester hours, in one case.) "An awareness workshop on D&H kids and their problems and some quick ways to deal with them" was also mentioned.

Curriculum development and modification to meet special needs was third in demand. Skills in individualized instruction and using IEPs followed. A number of other recommendations and competencies occurred three or less times. Some defined categorization and are listed individually.

Minimal Pre-Employment Preparation for Special Education Teachers Teaching SV Students

Listed in Table 9 are recommendations of minimal pre-employment preparation for special education teachers who will teach special vocational students. Again they are listed ranked by frequency of occurrence.

Supervisors strongly felt special education teachers need preparation in understanding what vocational education is all about. They specified history, philosophy, principles, purposes, and terminology of vocational education; orientation to vocational education; a working knowledge of vocational education; review of the vocational education occupational areas; and occupational and career education.

Other supervisors recommended vocational certification in the areas being taught. This, of course, implied gaining a knowledge of philosophy, purpose and all the other implications of the first item. Two recommendations were for vocational or skill competency in the work areas, although certification was not mentioned. Work experience was recommended by three other supervisors, and internship with special vocational students was suggested by still another.

Occupational and task analysis was recommended seven times. One supervisor suggested 3 credit hours on the topic. Another specified training in classification of occupations and task analysis.

Six supervisors suggested preparation in understanding and teaching the special needs child, including disadvantaged learners and learning characteristics of various handicapping conditions. This is interesting since these are teachers already certified in special education. Possibly the supervisors felt special education programs do not necessarily include the full gamut of special needs, e.g. teaching the disadvantaged learner.

Many other recommendations were made for the pre-preparation of these special education teachers. Comparison of Tables 8 and 9 shows that many of them are similar to the recommendations made for vocationally certified teachers.

Minimal Pre-employment Preparation for Academically Certified Teachers Teaching SV Students

Table 10 lists recommendations of minimal pre-employment preparation for general, academically certified teachers (e.g., science, math, social studies teachers) who will teach special vocational students. Such teachers may have had no preparation in either vocational education or in special education. Supervisors apparently assumed this, as several simply said that

their recommendation for these teachers was the combination of whatever they recommended for each of the other two categories. The total listing of recommendations are included in Appendix D.

When broken down by categories, the primary recommendation of supervisors was orientation to special needs or exceptional students. They specified: understanding needs and characteristics of special needs students, including the handicapped and disadvantaged; philosophy of special education; introduction to mental retardation; and a "greater understanding of disadvantaged and handicapped students and how their subject matter is and can be related to vocational objectives." Five supervisors also recommended preparation in techniques of teaching various categories of special needs students.

These comments combine to make a strong recommendation for preparation in both areas: orientation to understanding and teaching various types of special needs students; and orientation, occupational skill, and teaching techniques in vocational education.

Perceived Importance of Competencies or Content Areas

As was evident in the previous section, people hold varying opinions as to what competencies are important in the preparation of special vocational teachers. To determine more objectively what state supervisors thought regarding some of these competencies, a list of twenty-two competencies or content areas was compiled. Supervisors were asked to rate each one from 1 to 5 or low to high on importance on a Likert-type scale. They rated each item individually rather than making a forced choice or ranking all of the items. Mean ratings were then calculated for each item. Presented in Table 11 are the results with the items arranged from highest to lowest means. Examination of the table shows the range of means running from 4.46 to 3.46.

Table 11. Respondent Ratings of the Importance of 22 Selected Competencies Necessary for Teaching Special Vocational Students

Competencies or Content Areas	Frequency of Rankings										Total	Mean Score
	1		2		3		4		5			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
1. Curriculum Modification	1	2.6	0	0	2	5.1	8	20.5	28	71.8	39	4.46
2. Student Motivation	0	0	1	2.6	5	12.8	9	23.1	24	61.5	39	4.44
3. Differing rates of development in special students	0	0	0	0	3	7.7	17	43.6	19	48.7	39	4.41
4.5. Aiding students in understanding limitations	0	0	0	0	4	10.5	15	39.5	19	50.0	38	4.40
4.5. Aiding parents in understanding limitations	0	0	0	0	3	7.9	17	44.7	18	47.4	38	4.40
6. Program planning	0	0	1	2.6	2	5.1	17	43.6	19	48.7	39	4.39
7. Prescriptive teaching	1	2.6	1	2.6	3	7.9	12	31.6	21	55.3	38	4.34
8. Philosophy and purpose of vocational education	0	0	3	7.7	5	12.8	9	23.1	22	56.4	39	4.28
9. Student assessment	0	0	4	10.3	5	12.8	12	30.8	18	46.2	39	4.13
10. Adaptation of physical and instructional environment	0	0	1	2.6	10	25.6	14	35.9	14	35.9	39	4.05
11. Counseling and/or referral for personal, social, or scholastic problems	0	0	0	0	14	35.9	12	30.8	13	33.3	39	3.97

Table 11 (continued)

Competencies or Content Areas	Frequency of Rankings										Total	Mean Score
	1		2		3		4		5			
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
12. Program Evaluation	0	0	2	5.1	13	33.3	12	30.8	12	30.8	39	3.87
13. Behavior management	0	0	3	7.7	6	15.4	18	46.2	12	30.8	39	3.85
14.5. Curriculum development	0	0	5	12.8	11	28.2	9	23.1	14	35.9	39	3.82
14.5. Counseling and/or referral for occupational information education	0	0	1	2.6	12	30.8	13	33.3	13	33.3	39	3.82
16. Mainstreaming	1	2.6	4	10.3	11	28.2	11	28.2	12	30.8	39	3.74
17. Philosophy and purpose of special education	0	0	6	15.8	7	18.4	13	34.2	12	31.6	38	3.68
18.5. Philosophy and purpose of vocational rehabilitation	0	0	6	15.8	12	31.6	9	23.7	11	28.9	38	3.66
18.5. Availability of commercial and/or non-commercial materials	1	2.6	2	5.3	11	28.9	13	34.2	11	28.9	38	3.66
20. Relevant legislation	0	0	5	12.8	18	46.2	5	12.8	11	28.2	39	3.56
21. Diagnostic techniques	1	2.6	7	17.9	11	28.2	10	25.6	10	25.6	39	3.54
22. Referral agencies and their use	0	0	4	10.3	13	33.3	12	30.8	10	25.6	39	3.46

Although some categories ranked higher than others, all were in the upper area of the range, or of "some" to "much importance." On the average, then, all competencies or content areas were considered to be at least of some importance.

Some items showed more consensus than did others. "Curriculum modification" and "Student motivation," the two items with the highest means, also showed high agreement with 71.8 percent and 61.5 percent of the respondents, respectively, rating them 5. Apparently, supervisors agreed in considering the abilities to appropriately modify curriculum to meet special needs and to motivate students of very high importance.

A number of other items spread across the scale with most people rating them either 4 or 5 with nearly equal frequency. Examples include "Differing rates of development in special students," "Aiding parents in understanding limitations and in defining realistic goals and objectives," and "Program planning." These competencies also were apparently considered to be of great importance to supervisors.

Many of the lower-ranked items spread across the ratings of 3, 4, and 5 with fairly equal frequency, indicating a range of opinions from neutral to high importance. "Relevant legislation" stands out differently with 46.2 percent rating it 3 or neutral and 28.2 percent rating it 5 or high. Apparently people were either neutral or felt it was highly important.

"Diagnostic techniques" and "Student assessment" were two seemingly related items. However, "Student assessment" ranked ninth and "Diagnostic techniques" ranked twenty-one out of twenty-two. "Diagnostic techniques" received the most low importance rankings of any item with 20.5 percent of the respondents rating it either 1 or 2. Possibly, the supervisors considered the word "diagnostic" to mean more sophisticated assessment and therefore rated it as less important.

Apparently, all of these competencies or content areas were considered to be at least of some importance by supervisors. With one exception each item was ranked of some importance or of high importance (a rating of 4 or 5) by over half the respondents. "Relevant legislation" was ranked 4 or 5 by 41 percent, while all others were ranked 4 or 5 by over 50 percent of the respondents.

After completing the rating of competency and content areas, supervisors were then asked to list and rate other competencies they felt were important. Thirteen supervisors added competencies. Not all supervisors rated the competencies they listed, but most of those who did gave them a "high importance" rating.

The additional competencies can be found listed in Table 12. Examination of the list revealed a number of items relating to seeking further information about disadvantaged and handicapped students and about programs beneficial to them.

Funding of Special Vocational Teacher Education

Another phase of the survey had to do with the funding of teacher education for special vocational personnel. When asked if they presently fund vocational teacher education for SVP, 25 of the 39 respondents or 64.1 percent answered "Yes." Those who said they funded such teacher education efforts were asked to indicate the nature of such funding by checking any or all of three categories or by listing and describing other funding. Twenty-one of the 39 respondents, or 53.9 percent, indicated funding of special, one-time projects such as research, curriculum, inservice, etc. Eighteen of the 39 respondents, or 46.2 percent, indicated they provide continuing support of teacher education for special vocational personnel. Ten of the 39 respondents, or 25.6 percent, indicated they provide continuing support for a SVP project(s).

Table 12. Additional Competencies for SV Teachers Suggested and Rated by Supervisors

Competencies*	Rating
Group dynamics (poor interaction)	5
Potential abilities of the handicapped	5
Who are the handicapped	4
Future directions and trends	4
Vocational Evaluation	5
Student placement in least restrictive alternative	5
Fundamental skills of teaching	5
Development and reviewing of I.E.P./alternative approach	-- **
Knowledge of subject matter	5
Understanding culture differences	5
Knowledge of successful programs	5
Knowledge of model programs	-- **
Classroom management	-- **
Need for practical vocational skills	5
Knowledge of needs of business and industry	5
Social and cultural behavior or different ethic groups	4
Knowledge of the different handicapping conditions	4
Cause and effect of different disadvantagements and how to work with these in the classroom.	-- **
Job Placement Services	-- **
Aiding employers (awareness)	-- **
Resource agencies (NARC, Muscular Dystrophy, Easter Seals)	-- **
How to develop individual training plans	5
Skill in placing students and working with employers	5
Instructional modification	-- **
Roles and responsibilities of interdisciplinary team members	-- **

*All responses from each supervisor are grouped together.
**Indicates no ranking given by supervisors.

When asked to briefly describe their programs, supervisors described various types of SVP funding and educational programs. A number have teacher education positions in their state universities for both pre-service and inservice training and support these on a continuing basis. Inservice is being conducted in a number of states often on a contractual, credit-awarding basis.

Descriptions of the nature of the funding in various states include the following comments taken verbatim from the survey:

-In-service workshops - 4 times a year

-State University operates 2 projects--a preservice program and an inservice project, funded on a continuing basis from the State Department

-Series of one day workshops for teachers are held at various locations in the state of an in-service nature.

-State-wide Resource Center for Vocational Special Needs is funded at State College, an inservice and pre-service project.

-Occ. education for handicapped who what how,
Teachers Occ. ed for Handicapped the IEP and the Curriculum
Adm Occ. Ed. for Handicapped Development, Implementation & Management
Reading Sensitivity for Occ Ed Teachers

-In-service vocational education instructors - at 12-15 sites-
teacher training conducted by State University (Handicapped)
In-service training for disadvantaged project directors

-We have had a VSN Teacher Educator for 4 years - 100% reimbursement. Also fund workshops curriculum projects, etc.

-Contractual basis for inservice.

-Have just funded a project to provide a credit course by extension for vocational teachers. It will be available at various sites around the state throughout the school year.

-RFP Process - one time project for vocational educators to meet needs of mainstreamed student.

-In-service workshops are conducted with vocational educators on a regional basis. This is usually contracted through State University Department of Vocational Education under the very close scrutiny of this office.

-Colleges and university contract on an ongoing basis to provide inservice and preservice in the areas of SVN. All programs must be or be working toward meeting the endorsement criteria.

-3 credit graduate workshops spanning 45 contact hours over 6 in-service days covering: orientation, assessment/evaluation, curriculum design, curriculum development, instructional techniques.

-Currently we have a position approved through the University--the position is unfilled.
We are also doing some local workshops that are one-time operations--as well as statewide workshops.

-Workshops and follow-up seminars
Teacher Education Program

-Three teacher educators
Several research and inservice projects

-The State has just developed a program at the four state universities to work with educators seeking certification SVP.

-Fund projects for inservice, pre-service, programs and anything that will comply with PL 94-482

-Contract with higher education, contracts with the University. This contract provides (at no charge) inservice education to all vocational instructors and adm. working with the disadvantaged and handicapped (subpart 3-P.L. 94-482)

-Federal vocational and handicapped Act funds help to sponsor inservice (credit), workshops, and teacher evaluation (pre-service available.)

-Approximately $100,000 is allocated annually for in-service education for vocational education staff on "how to" work with special needs students.

Supervisors were also asked to briefly describe any funding for SVP teacher education that did not fall under the three specified categories.

A few responded with the following comments:

We have funded (20% set aside) 15 Remedial Resource Centers at Area Vocational Centers. All project personnel are enrolled in courses covered by instructional grant.

Have a workshop scheduled for summer of 1980 for vocational education instructors in dealing with special needs students.

New Proposals - Teachers - Learning Styles and Inst. Strategy
Guidance Teachers - Assessment - Guidance and Placement
Teacher Education - The Future of Personnel Preparation
Guidance, Tea., Adm. - Continuum of Services through Coordinated Efforts

Special one-time workshop - State College
Repeat of last fall - follow up will be held in spring, example only other workshops deal with other areas.

Have just funded a project to provide a credit course, by extension, for vocational teachers. It will be available at various sites throughout the school year.

CHAPTER 4

RECOMMENDATIONS

Summary of Competencies Needed

Certain trends seem to run through the literature on training needs for special vocational teachers. For instance, many studies report a need for skills in understanding and assessing the particular needs of the special students as well as assessing the programs.

Competencies involved in various aspects of planning and carrying out instruction were also mentioned frequently. Planning, adapting, and using appropriate instruction to effectively meet needs of special students seemed to be of high priority. Classroom management, including human relations skills, was often mentioned. Ability to build feelings of self-worth and ability to reinforce student learning were indicated to be important.

Guidance and counseling skills came in for frequent mention. This seemed to include career and job-related counseling as well as personal counseling.

While evaluation is, to some extent, tied to other competencies, it merited separate mention. Evaluation competencies included both assessment of student achievement and assessment of programs. Evaluation competencies also included skill in using evaluation to design and to upgrade effective instruction.

Human relations competencies were frequently mentioned, but often in conjunction with other competencies. For instance, understanding and reinforcing students was also mentioned as a teaching or instructional skill. Competency in working with students, with parents, with school personnel, and with community personnel was cited in many studies.

Survey of Supervisors

The nationwide survey of state supervisors for special vocational personnel that was conducted as a part of this project suggested results similar to previous competency studies. While all competencies averaged in the upper range of importance, or of "some" to "much importance," instructional-related items tended to rate higher than items not so directly related to instruction. The planning, adapting, and delivery of instruction, e.g., curriculum modification, student motivation, program planning, prescriptive teaching, and adaptation of physical and instructional environment, all averaged 4.05 or above.

The ratings indicated supervisory opinion that competencies in curriculum modification were of more importance than competencies in curriculum development. Throughout the literature, this theme repeats: good curriculum exists, but it needs modification to meet the special needs of various types of special students.

Also of high importance, according to the supervisors, was understanding of differing rates of development of special students as well as aiding both students and parents in understanding student limitations. As in other studies, this reflects the need for human relations competencies throughout the program and tied to all the competencies.

Although diagnosis competencies rated somewhat lower than most competencies, student assessment rated fairly high. Supervisors do agree, apparently, that special vocational teachers need skill in assessing student ability, interests, and achievement.

In summary, it would seem that previous studies and the survey of supervisors generally agree that special vocational teachers need certain competencies beyond those needed by regular vocational teachers. These

include understanding of the special needs and characteristics of the students whether disadvantaged, mentally handicapped or physically handicapped. Teachers also need competencies in planning, adapting, and carrying out instruction as well as adapting the environment in a manner appropriate to the particular special needs. Skills in classroom management were considered highly important along with skills in motivating students and in improving self-concepts of students. Teachers need competencies in evaluation and basic diagnosis and in using results of such assessment to improve student learning and program effectiveness. Guidance skills rated high; the teachers apparently need skills in both personal and career counseling. These teachers also need skills in working with students, parents, co-workers, and community personnel.

Competency in some of these areas is needed by all teachers. However, many people involved in special vocational needs seem to feel that special vocational teachers have further need for competency in these areas due to special situations. For instance, a special vocational teacher is likely to be involved in development of a student's IEP, whereas a regular vocational teacher might not. All teachers need reinforcement skills, but special students may come to class with fewer learning skills and self-concepts more in need of raising than most students.

Teachers are presently being asked to perform these competencies, either as teachers of special vocational classes or simply as teachers of regular vocational classes in which special students have been mainstreamed. As mentioned earlier, they are being asked to perform duties and assume responsibilities that ten years ago simply did not exist.

These teachers—and future teachers--are in real need of a comprehensive teacher preparation program that will give them the opportunity to acquire

the competencies necessary to work with special needs learners. This teacher preparation program need not be a totally new program but may be a combination of several cooperative endeavors. The following section will outline the four preservice models currently being used throughout the nation.

Preparation Models Currently Being Implemented

Four major personnel preparation models for training special vocational needs educators are currently being used. These are:

A) Separate Preparation

B) Infusion into Existing Education Classes

C) Contract Out to Special Education Teacher Preparation

D) Cooperative Teacher Preparation Between Vocational and Special Education

Separate Preparation:

This model involves the development and instruction of a series of courses, within vocational education departments, that deal with major areas such as:

1. Characteristics of Special Needs Students
2. Instructional Strategies for Special Needs Students
3. Career Education for Special Needs Students
4. Vocational Guidance for Special Needs Students

These courses are taught by a vocational education faculty member trained in the area of special vocational needs programming. The students work through these courses as they are taking their content course work so that they might see the application of special needs teaching strategies to regular vocational settings.

Infusion into Existing Education Classes:

Units of instruction dealing with special needs students and programming for them are developed in module format. These modules are then introduced into the vocational foundation or core courses wherever appropriate. The foundation course instructor brings in guest speakers, shows films, and shares printed materials as a means of covering the training areas needed.

In order for the model to be successful, the modules of instruction must be carefully developed and then the foundation instructor must be very cognizant of where these modules could be most appropriately introduced into the sequence of the course.

Contract Out to Special Education Teacher Preparation:

This method of personnel preparation has the vocational preservice teachers take courses in the special education department. Generally the courses that are taken deal with the psychology of exceptional students and programming for exceptional students. The special education department integrates vocational and career components within their various course offerings.

Cooperative Teacher Preparation Between Vocational and Special Education:

This model uses courses both in vocational and special education. The various course contents are selected after an analysis is made of what is being offered in each course in each department to avoid unnecessary duplication. The students take three or four courses in the general area of special needs education, with the specific courses taken being selected based upon the student's individual preference and competency needs.

Selecting a Model

Each of these models evolved based upon the local setting and the ability of the teacher preparation institutions to deliver the necessary training.

The separate preparation model developed because many teacher training institutions do not have special education departments. The vocational education departments, realizing that this very real need existed for training teachers to work with special needs students, developed their own courses to meet this need.

The infusion into existing classes model came about as a result of the mainstreaming movement. The developers of this model felt that the students could best receive the training they needed by working through the special needs units integrated into their foundation courses. This model required very careful development and coordination of the units that were developed and taught. Also, in order to be successful, the instructors of the foundation courses must be committed to the special needs movement and reflect this commitment when teaching the units.

Obviously, commitment is required by faculty using any of the models presented, but since, instead of full time special needs instructors working in this model, general vocational educators are doing the instruction, commitment is even more important.

The contracting out to special education model developed because it was felt by vocational educators that since special education has the mission of preparing teachers to work with exceptional learners, they would be the logical deliverers of training to the vocational students. This model works very well in developing a strong informational base for students in dealing with handicapped students and their unique needs.

It does lack in the vocational placement and training area, as well as providing information about disadvantaged learners.

The cooperative teacher preparation model, utilizing both vocational and special education training components, offers an excellent balance between two fields of specialization.

Since 12 percent of the school population has been identified as being handicapped, and Public Law 94-142, The Education for All Handicapped Children Act, mandates the provision of educational services for handicapped students ages 3 through 21, the special education teacher is in need of training in the vocational field so that this teacher, in cooperation with the vocational teacher, can make an accurate and realistic placement of the handicapped student in a vocational training program.

The model allows the special education student to take the special vocational needs courses and thus get training in the vocational component of their teacher preparation experience.

The preceding four models were listed and then discussed for the expressed purpose of offering a number of options from which to develop and implement a special vocational needs teacher training program. A strong recommendation must be made for the adoption of the cooperative preparation program. This model allows for much cross-field cooperation and articulation. If this model is not workable, then the selection of another one of the models or a combination thereof would be in order.

Implementation of Cooperative Model

Putting this model (or any similar model) into effect requires, first, that competencies needed by teachers be specified. Drawing from the state of the art review and the survey of supervisors, as well as the summarizing discussion at the beginning of this chapter, the following competencies are suggested. They seem to encompass the primary preparation needs of special vocational teachers. Course recommendations will be made based on these competencies.

-Understanding of needs and characteristics of special students

-Assessment of needs of special students

-Planning, adapting, and using appropriate instruction

-Adaptation of physical environments

-Student motivation and reinforcement of student learning

-Building of feelings of self-worth in students

-Personal and career-related counseling

-Working effectively with students, parents, school and community personnel

-Using evaluation to design and upgrade effective instruction

Vocational Education Component of SVP Personnel Preparation

Special vocational needs programming serves disadvantaged and handicapped students in pre-vocational and vocational settings. The special vocational needs teacher has as his/her focus the provision of educational opportunities for special needs students so that they can acquire the competencies necessary to enter into and succeed in an employment or educational setting.

Competencies

A staff member in vocational education would assume responsibility for the area of special vocational needs education. This instructor would develop units of instruction or courses that will prepare students to:

A) Identify special needs students

B) Be informed on the characteristics of special needs students

C) Develop vocational programs for special needs students

D) Modify curriculum and environment for special needs students

E) Utilize school and community resources for special needs students

F) Share career education and vocational guidance with special needs students and parents

Achieving the above competencies would involve the development of three or four three-semester hour courses. The students would develop a strong

vocational base for serving special needs youth as a result of these courses. The special vocational needs teacher educator assumes responsibility for the instruction of these courses.

Special Vocational Needs Courses

The vocational and special education pre and inservice students could take one or more of the following special needs courses depending upon their individual career goals, background, and previous coursework or experiences.

Vocational Education and the Special Needs Student: A general survey course designed for teachers of vocational handicapped and disadvantaged students. Emphasis is on determining the needs, interests, and abilities of these students. Exploration is made into meeting individual student needs.

Development and Implementation of Special Vocational Needs Programs: The primary concentration of this course is on curriculum development for students with special needs. Class participants develop curriculum materials for courses they will teach within their field of specialization.

Special Vocational Needs in Career Education: Emphasis is placed on providing occupational and career information to students. A program of work developed for integrating career information into all subject matter areas. Various approaches for assisting students in making realistic occupational choices are examined.

Field Experiences in Special Vocational Needs: Class participants spend time observing and working with in-service teachers. They develop and teach units under the direction of in-service teachers and the university or college special vocational needs instructor.

In order to establish a cooperative preparation program, the courses in special vocational needs would need to be developed and implemented. An instructor of special needs would need to be added in order to handle these additional course responsibilities. This person could be funded partially out of state flow-through federal personnel development dollars and partially out of institutional funds. Ideally, the faculty member should have had extensive experience in teaching disadvantaged and handicapped students in vocational settings as well as some special education training.

Special Education Component of SVP Personnel Preparation

The special education department provides instruction in other phases of the special needs program. Special education offers training and assistance to and for handicapped students who are in need of specialized training in order to successfully acquire the necessary functioning skills they need for survival.

As can be readily seen, special education has the thrust of educa ing for social and personal survival, and special vocational needs has the thrust of training for employment or further educational survival. These two areas working together can offer a total package of educational services for the disadvantaged and handicapped.

Competencies

The special education department provides instruction in:

A) Psychology of handicapped learners

B) General and specific learning disabilities

C) Utilization of resource teachers

D) Classroom management skills for teachers of exceptional learners

Special Education Courses

The vocational student will take two or three courses in these areas of special education, in addition to the previously discussed special vocational courses.

The foundation course for special education is:

Survey of Special Education: This provides an introduction to the various areas of special education. Research will be explored regarding exceptional persons and their education. Topics include special education diagnostic categories, programming, service delivery models, and legal background relating to public education for the handicapped.

After this foundational course, the vocational student would elect to take any number of the following generic special education courses.

Classroom Management for Exceptional Children: This course concentrates on principles and practice in designing individualized learning environments and principles of behavior analysis and modification, with emphasis on management strategies used by teachers of exceptional students. Practical experience in behavior modification techniques, observational, strategy formation approaches and evaluational procedures is emphasized.

Vocational Programming for Handicapped Youth and Adults: This course covers vocational programming for handicapped individuals, vocational evaluation, and training and program models. Included is an emphasis on career education and programming for special education.

Teaching Reading in the Secondary School: This course concentrates on methods and materials useful in teaching reading in secondary schools with special emphasis on improving reading in content areas. Also included are basic techniques for diagnosing reading problems.

The special education component would require no additional staff or expenditure since these or similar courses are already in place in institutions which have special education departments.

Graduate Preparation

These models are applicable to the graduate program as well. The average Masters in Education program consists of 30+ semester hours of work. The vocational or special education graduate student can take three courses (9 semester hours) of work using these courses as electives or as a minor field of study, all of which leads to graduation and competence in working with special needs students.

Typical Program Vocational Education M.Ed.	
12+ hours	Voc. Ed. Major Area (Example-- Home Economics)
9 hours	Special Voc. Programs
9 hours	Special Ed./or other Electives
30+ hours	

Typical Program Special Education M.Ed.	
12+ hours	Special Ed. Major Area (Example-- Mental Retardation)
9 hours	Special Voc. Programs
9 hours	Voc. Ed./or other Electives
30+ hours	

Inservice Program

Those teachers who are already in the field and are providing training to special needs students are in real need of inservice training. These individual needs to have a carefully planned and well-organized inservice training program developed for them based upon their specific needs. A careful and thoughtful long and short term inservicing strategy plan will do much to relieve the concerns that these teachers have about special needs students.

The following paragraphs outline the components of such a strategy for developing an inservice program:

1. Clearly defined goals and objectives.

Program goals and objectives must be practical in theory and functional in base. They must be reflective of what is to be accomplished. A thorough needs assessment must be conducted in order for the goals and objectives to be accurate. Teachers of special needs youth must be involved in the needs assessment process. Their input will help insure that goals and objectives are accurate and realistic.

2. Competencies that teachers of special needs youth need to possess.

Competencies, goals, and objectives must be very carefully coordinated. The goals and objectives must reflect the competencies that must be possessed by a special needs teacher. A number of special needs teacher competency lists have been developed by individuals and institutions (See Chapter 3 for competency listing). These competencies can serve as the basis for the formation of inservice programs.

3. A long-range and short-term plan for implementation.

This component, in building on the previous two, will greatly determine the success or failure of the inservice effort. A long-range plan might include the conducting of a series of two-day workshops over a two-year

period. The workshop participants will be aware of their continued involvement and the competencies that they will acquire. If uncertainty is displayed on this component, difficulty will be experienced by inservice participants due to their lack of a sense of direction.

Kentucky is divided up into regions, based upon the location of teacher training institutions within these regions. One teacher training institution might assume the leadership for developing and conducting these workshops and the other institutions could coordinate the workshops when they are conducted within their respective section of the state.

4. An implementation format that is compatible with the local district setting.

Special needs youth require special planning to insure their success in vocational programs. Teachers of special needs youth require this same special planning. An analysis must be made of the preferred presentation modes in the local setting. Any number of modes such as workshops, seminars, group discussions, etc., might be chosen; but care must be taken to insure that the local teacher's needs are being met. The decisions could be made by the local institution within each state section.

5. A well-coordinated program of follow up activities.

Once a teacher has received information about working with special needs youth, plans must be made for utilization of this newly-acquired knowledge. The units of the inservicing effort must be broken down into areas that can be readily transferred back into the classroom. The inservice directors must follow up on these activities for two major reasons. First, to see if the information they are providing is usable and worthwhile; and second, to see if the teachers are able to transfer the techniques and knowledge to their own specific instructional setting. These follow up activities could include discussion groups, mailed surveys, telephone

surveys, on-site visits, etc. These activities could also be conducted by the local institution.

6. Provision of opportunities to utilize newly-acquired skills.

Since most inservice is of short duration, the participants are soon back into their instructional settings. The instructional units provided to the workshop participants should be such that they can try them out very soon in their home schools. A major curriculum revision should not be required before any portion of the new skill base can be utilized. If the revision is necessary, it can come later as the confidence of the participant grows along with his or her level of expertise.

7. Provision of resources in a variety of forms for teacher use.

Inservice participants become very irritated and often reject the information being shared if after an inservice session they find they have nothing to work with back at their home schools. Resource lists need to be provided that list people, agencies, literature, activities, etc., that can be utilized in their local setting. These resources need to be continually updated and revised.

Inservice Areas

Inservice efforts will normally focus on three major topic areas. These are:

I. Introduction to Special Vocational Needs Programming.

II. Curriculum Modification Techniques for Special Needs Learners.

III. Career Education for Special Needs Learners.

These topics could be offered as three, two-day workshops in each region of the state and hosted by the local teacher education institution. The college or university could offer credit, handle registration, and conduct the follow up. By utilizing a system such as this, the participants

would be developing an identity with their local institution as well as getting to know someone who can assist them on a statewide basis if one teacher training institution has the overall responsibility for coordination for all the inservice activities.

Results from these Teacher Preparation Efforts

The results from well-planned pre and inservice programs will be two-fold. First, special vocational needs students will be better programmed for, their needs will be identified, their interests will be utilized, and goals will be set that are realistic and attainable. The success rate of these students will increase to the point where they can identify with the educational process and benefit from its effects.

Second, the apprehension and fear that vocational teachers voice will be reduced. These teachers will find that there are techniques and strategies that can be employed that will reduce the amount of student failure and increase the level of teacher satisfaction. As a result of these pre and inservice efforts, stimulation will be forthcoming to continue on the path of professional growth. Learning will best take place in a setting that has both the teacher and student at ease with each other and their environment.

Conclusion

The roles of all classroom and laboratory teachers have changed dramatically in the past few years and, as a result of these changes, so has teacher education. In order to continue to meet the pre and inservice needs of preparing teachers to work with special needs students, much effort will be needed to be expended in Kentucky over the next few years. The preceding discussion has outlined a number of options that are available

in order to successfully accomplish the task at hand. Based upon the individual needs of the teachers now in the classroom and those yet to come, a plan will be developed for meeting these pre and inservice needs. The end result will be better prepared teachers who care about all students and have the professional skills to make their care become action in order to better educate the youth of Kentucky.

Endorsement/Certification

A teacher that has taken a series of courses in a certain area of study receives a certificate or endorsement in that subject area. When the teacher seeks employment he/she can show the prospective employer the certificate and both parties have a feel in regards to the teacher's training and expertise. This same thinking holds true for vocational and special education teachers who have received training in the area of special vocational needs programming. These teachers need some device or method for sharing their training, other than having a prospective employer review their transcript for suitable courses.

The secondary endorsement is an expedient way of solving this credentialing problem. The phrase "secondary endorsement" is used to relate the philosophy behind special vocational needs teacher education. Public education is programming for special needs students in the least restrictive environment. Teachers need to be prepared to work with these students in these non-restrictive settings and, thus, they need additional training. A teacher majors in an area of vocational education such as marketing and distribution. In addition, the teacher receives training of approximately 15 hours in the area of special vocational needs programming. As a result of this training, the teacher has competence in his/her major field of study as well as competence to work with special needs students in this major field.

This endorsement system has been adopted by a number of states with excellent results. Descriptions of some endorsement or certification programs can be found in Chapter 3. Examples of endorsement programs are provided on the following pages as detailed examples of what is being done in two states, Nebraska and Minnesota.

SPECIAL VOCATIONAL NEEDS
ENDORSEMENT PROGRAM

University of Nebraska-Lincoln
Teachers College

A minimum of fifteen semester hours are required or equivalent courses or suitable experience. All students are required to take the following courses:

UNDERGRADUATE:

1. V.E. 434 - Vocational Education and the Special Needs Student (three credit hours)

2. V.E. 435 - Instructional Strategies for Special Vocational Needs Learners (three credit hours)

3. V.E. 436 - Career Education for the Special Needs Student (three credit hours)

Student may select the remaining hours from the following, depending on their interests and the recommendations of the Special Vocational Needs Program Specialist:

4. V.E. 437 - Directed Field Experience in Special Vocational Needs (three credit hours)

5. Sp. Ed. 479 - Psychology of Exceptional Children (three credit hours)

6. Sp. Ed. 489 - Children with Learning Disabilities (three credit hours)

7. Sp. Ed. 301 - Survey of Exceptional Children (three credit hours)

GRADUATE:

1. V.E. 834 - Introduction to Special Vocational Needs (three credit hours)

2. V.E. 835 - Development and Implementation of Special Vocational Needs Programs (three credit hours)

3. V.E. 836 - Special Vocational Needs in Career Education (three credit hours)

Students may select the remaining hours from the following, depending on their interests and the recommendations of the Special Vocational Needs Program Specialist:

4. Sp. Ed. 879 - Psychology of Exceptional Children
   (three credit hours)

5. Sp. Ed. 988 - School Resource Personnel as Consultants
   (three credit hours)

6. Sp. Ed. 982 - Seminar in Habilitation of the Adolescent Mentally
   Retarded (two credit hours)

7. Sp. Ed. 986 - Seminar in Psychology of Exceptional Children
   (two credit hours)

8. Sp. Ed. 889 - Children with Learning Disabilities
   (three credit hours)

9. Voc. Ed. 837 - Field Experiences in Special Vocational Needs
   (1-3 credit hours)

Taken from Kingsbury and Farabee, 1979,
pp. 12,13.

VOCATIONAL SPECIAL NEEDS COURSES

BEMIDJI STATE UNIVERSITY

Vocational courses related to certification (Number required depends upon certification needs or interest in area).

Courses applicable to Vocational Special Needs Certification.

UNDERGRADUATE/GRADUATE

1. 463/563 - Special Learning Needs in Vocational Education (three credit hours)

2. 442/542 - Coordinating Techniques in Vocational Special Needs (three credit hours)

3. 446/546 - Interpersonal Tools & Techniques for Vocational Special Needs (three credit hours)

4. 457/557 - Curriculum Development and Modification for Vocational Special Needs (three credit hours)

5. /635 - Community Resources for Special Needs Students (three credit hours)

6. /574 - Field Studies in Vocational Special Needs (two credit hours)

STUDENTS MAY SELECT ADDITIONAL HOURS FROM:

1. /596 - Technical Problems (or workshops) (two to fourteen credit hours)

2. /585,586,587 - Internship (one to four credit hours)

COURSES RECOMMENDED FROM THE SPECIAL EDUCATION BLOCK:

1. 371/571 - The Exceptional Learner (three credit hours)

2. 474/574 - Teaching the SLD Learner (three credit hours)

3. 440/540 - SLD Math (three credit hours)

4. /621 - Diagnostic Assessment of SLD Learner (three credit hours)

5. /623 - Language Development and Disabilities
(three credit hours)

6. 478/578 - Reading Assessment & Instruction for Secondary SLD Teachers (three credit hours)

7. 477/577 - Learning Theories in Special Education
(three credit hours)

8. 476/576 - Current Issues in Special Education
(three credit hours)

9. 667/668 - Practicum in Diagnosis of SLD
(six credit hours)

10. /691 - Practicum: Inservice Evaluation
(two credit hours)

With the combination of vocational education with special education, a student may choose a certification program only in vocational special needs or may pursue a combination program either on a graduate or undergraduate level.

Taken from Kingsbury and Farabee, 1979, pp. 14, 15.

Endorsement Recommendations

Since people with a variety of backgrounds are presently employed as special vocational teachers, it seemed important to formulate endorsement categories to account for these differences. Supervisors were asked to recommend minimal pre-employment preparation for vocationally certified teachers, special education teachers, and academically certified teachers who wish to teach special vocational classes. From these recommendations general guidelines will be drawn for an endorsement plan which would require about 15 semester hours of course work.

All teachers desiring SV endorsement would take one or more of the following vocational core courses:

Vocational Education and the Special Needs Student: A general survey course designed for teachers of vocational handicapped and disadvantaged students. Emphasis is on determining the needs, interests, and abilities of these students. Exploration is made into meeting individual student needs.

Development and Implementation of Special Vocational Needs Programs: The primary concentration of this course is on curriculum development for students with special needs. Class participants develop curriculum materials for courses they will teach within their field of specialization.

Special Vocational Needs in Career Education: Emphasis is placed on providing occupational and career information to students. A program of works developed for integrating career information into all subject matter areas. Various approaches for assisting students in making realistic occupational choices are examined.

Field Experiences in Special Vocational Needs: Class participants spend time observing and working with in-service teachers. They develop and teach units under the direction of in-service teachers and the university or college special vocational needs instructor.

Beyond this core program, teachers with various backgrounds would choose courses based on their needs. For example, vocationally certified teachers have the job related skills and general teaching competencies. It appears they need the specialized skills for working with special groups of students.

Supervisors suggested preparation in orientation to the various special needs of exceptional students. Techniques of teaching these special needs students also rated high as did preparation in developing and modifying curriculum.

An endorsement plan for vocationally certified teachers, then, would include, besides core courses in vocational special needs, courses chosen from the special education department. These courses might include such content areas as:

- orientation or survey of special needs,
- techniques of teaching special needs,
- learning disabilities
- curriculum development and modification

Special educators desiring to teach special vocational students would have knowledge and skills in teaching students with various handicaps or learning disabilities. However, they would generally lack knowledge of the purpose and philosophy of vocational education as well as skill and work experience in a vocational area.

Supervisors strongly recommended coursework in the philosophy, purpose, and operation of vocational education. They also recommended that special education teachers gain skill and work experience in a vocational area and in occupational or task analysis.

Special education teachers seeking a special vocational endorsement, then, would concentrate on vocational education courses. While they would take one or more (generally more) of the core special vocational courses, they would also take a course in Principles and Philosophy of Vocational Education and/or Methods of Teaching Vocational Education and/or Methods of Teaching Vocational Education. If they plan to teach a skill area, they

would take courses in that service area and would need appropriate work experience. If they plan to operate a learning center, they would take other courses in teaching remedial reading or math. If they expect to work with a handicap outside their original preparation, they would take any special education courses applicable.

Supervisors generally recommended that academically certified teachers seeking special vocational employment take preparation in both special education and in vocational education. They would need special education coursework providing a basic orientation to special needs students, curriculum development and modification competencies, and techniques of teaching these students. They would also need coursework in principles and philosophy of vocational education and/or techniques of teaching vocational education along with skill and experience in any job areas they would be teaching.

While not mentioned in the original survey, some academically certified teachers may be elementary teachers preparing to teach remedial-type reading and math in a learning center. These persons would concentrate on the special vocational core courses, the special education courses, and principles and philosophy of vocational education. Rather than gain skill and work experience in a job area, however, they would take courses leading to increased competency in teaching remedial reading, language, and math.

Such an endorsement plan would provide a flexible program capable of allowing for adequate preparation of teachers with various backgrounds. It would strengthen those who teach special students in vocational education.

Institutional Certificate

As a forerunner to formal state certification, the Department of of Vocational Education, University of Kentucky, proposes the establishment of an institutional certificate for presentation to those individuals who

complete a prescribed course of study in vocational special needs. Since the vocational component of the SVP personnel preparation program is not currently in place, the student's program would need to be individually planned and prescribed, including some independent study and/or substitute courses and experiences. These would be aligned as nearly as possible with the program previously described in this document.

The institutional certificate described above would, of course, not be an official university document. Rather, it would specify that the student had completed a prescribed course of study in Vocational Special Needs. As an unofficial document, it would be signed only within the Department of Vocational Education.

Other institutions of higher education would be contacted regarding this certificate (through the UCC-BVE network) prior to issue. Some of these institutions might also be interested in participating in the effort, even to the point of a common design for the certificate.

APPENDIX A

SURVEY

STATUS OF CERTIFICATION REQUIREMENTS

STATUS OF CERTIFICATION REQUIREMENTS

Special Vocational Program Teachers (Disadvantaged/Handicapped)

_____ (State)

_____ (Individual Completing Survey)

1. Do you currently have state department certification requirements for Special Vocational Personnel (SVP)?
   ___Yes
   ___No

2. If yes, please list courses/experiences, etc. required, or attach a description of such requirements and continue with question #4.

3. If no, do you plan to initiate a certification program? (If yes, please describe below or attach a description if one is available.)
   ___Yes
   ___No

4. How <u>important</u> do you feel the following broad competency or content areas would be in the preparation of Special Vocational Teachers? (Rate on the five point scale - circle your response.)

Competency/Content Area	Rating of Importance Low ——— High				
a. curriculum development	1	2	3	4	5
b. curriculum modification	1	2	3	4	5
c. student assessment	1	2	3	4	5
d. behavior management	1	2	3	4	5
e. student motivation	1	2	3	4	5
f. prescriptive teaching	1	2	3	4	5
g. mainstreaming	1	2	3	4	5
h. diagnostic techniques	1	2	3	4	5
i. referral agencies and their use	1	2	3	4	5

	Competency/Content Area	Rating of Importance Low ---------- High				
j.	relevant legislation	1	2	3	4	5
k.	philosophy and purpose of special education	1	2	3	4	5
l.	philosophy and purpose of vocational education	1	2	3	4	5
m.	philosophy and purpose of vocational rehabilitation	1	2	3	4	5
n.	program evaluation	1	2	3	4	5
o.	program planning	1	2	3	4	5
p.	availability of commercial and/or non-commercial materials	1	2	3	4	5
q.	differing rates of development in special students	1	2	3	4	5
r.	aiding students in understanding limitations and in defining realistic goals and objectives	1	2	3	4	5
s.	aiding parents in understanding limitations and in defining realistic goals and objectives for their children	1	2	3	4	5
t.	counseling and/or referral for personal, social, or scholastic problems	1	2	3	4	5
u.	adaptation of physical and instructional environment	1	2	3	4	5
v.	counseling and/or referral for occupational and educational information	1	2	3	4	5
w.	other competencies_____ (list)	1	2	3	4	5
x.	_____	1	2	3	4	5
y.	_____	1	2	3	4	5
z.	_____	1	2	3	4	5

5. Do you personally feel teachers already certified (vocational, special education, secondary math, etc.), should receive additional training or have any special experiences, prior to becoming employed as a Special Vocational Teacher?

___Yes
___No

6. If "No", please comment.

7. If "Yes," briefly describe or list what you would consider minimal pre-employment preparation for each of the three (3) groups below.

   a. vocationally certified teacher who will teach SV students

   b. special education teacher who will teach SV students

   c. general, academically certified teacher (science, math, social studies, etc.) who will teach SV students

8. Do you presently fund vocational teacher education for SVP?
   ___Yes
   ___No

9. If yes, what is the nature of the funding? (Check all that apply)
   ___Special, one-time projects (research, curriculum, inservice, etc.)
   ___Continuing support of teacher education for SVP
   ___Continuing support for a SVP project(s)
   Briefly describe:_____

   _____

   _____

   ___Other:_____
   (list)

   Briefly describe:_____

   _____

   _____

APPENDIX B

RECOMMENDATIONS BY STATE SUPERVISORS OF MINIMAL PRE-EMPLOYMENT PREPARATION FOR VOCATIONALLY CERTIFIED TEACHERS WHO WILL TEACH SV STUDENTS

APPENDIX B

RECOMMENDATIONS BY STATE SUPERVISORS OF MINIMAL PRE-EMPLOYMENT PREPARATION FOR VOCATIONALLY CERTIFIED TEACHERS WHO WILL TEACH SV STUDENTS

Psychology of the exceptional child
Intro-mental retardation
Introduction to learning disabilities
Counseling the disadvantaged

Our vocational teachers already have the work experience--refer to standards

Pre-service internship in at least one area of special needs

Need to develop a greater understanding of the disadvantaged and handicapped student and how to modify programs. Also how to utilize the IEP and resource teacher.

Curriculum development
Curriculum modification
Prescriptive teaching

Understanding special needs students
Individualized instruction techniques

A course in "Teaching the Exceptional Child"

Nature and needs of the handicapped youngster

Should have additional training in student assessment, individualized instruction and competency based instruction

Course in Exceptional Child
Course in teaching the disadvantaged learner

Philosophy of SW/SED and content course

Special education courses

Minimum of 6 hours in electives related to teaching vocational education to disadvantaged and handicapped students

Courses that include the following:
1. Analysis of human behavior-behavior modification
2. Techniques of teaching special needs youngsters
3. Mainstreaming the special needs student

An awareness workshop on disadvantaged and handicapped kids and their problems and some quick ways to deal with them

Prescriptive teaching
Resource materials
Behavior management
Philosophy and purpose of special education and vocational education

Orientation to special needs students
Orientation to public laws
Curriculum modification
Prescriptive learning

Who are the handicapped
What are their potentials
How best to teach them--learning styles coupled with teaching styles

Orientation to students with special needs (handicapped & disadvantaged)
Overview of legal requirements 94-482, Sect. 110 and definition, 94-142, Sect. 504
Orientation to special education and related services
Remedial skills in reading and math
Individualized instruction (IEP Development)

Six semester hours of instruction on how to work with special students

Understanding problems of the vocationally handicapped
Empathy for vocational disabled and motivation to produce for the handicapped

Training in learning characteristics of various handicapping conditions
Visitations to several types of education and vocational programs serving the handicapped-special students, sheltered workshops, etc.

Inservice on who are the handicapped and what are they about

Need preparation on "handling the special needs student" in the regular classroom

Working knowledge of the various areas of education and various disabilities or handicaps

Courses in special education--courses in teaching students with special needs--practicum in a special needs program--a total of approximately 5 qtr. hours

Same as our certification requirements but with a continuum on how to teach SV students

One half school year with SV teachers

Characteristics of handicapped and disadvantaged students
Occupational information
Competency based vocational education

Learning characteristics of handicapped students; methods and materials used with specific populations; curriculum and program planning, modifying and evaluating; and management and diagnostic skills

Curriculum modification
Student assessment
Prescriptive teaching
Diagnostic techniques
Adapting instruction for differing rates of development in special students
Adaptation of physical and instructional environment
Counseling and/or referral for occupational and educational information
Fundamental skills of teaching

APPENDIX C

RECOMMENDATIONS BY STATE SUPERVISORS OF MINIMAL PRE-EMPLOYMENT PREPARATION FOR SPECIAL EDUCATION TEACHERS WHO WILL TEACH SV STUDENTS

APPENDIX C

RECOMMENDATIONS BY STATE SUPERVISORS OF MINIMAL PRE-EMPLOYMENT PREPARATION FOR SPECIAL EDUCATION TEACHERS WHO WILL TEACH SV STUDENTS

Needs to have same input as vocational but SV teachers be aware that it is only for programming and individualizing instruction and not to do the actual training as they (SV teachers) have a tendency to short change SV students

Occupational, career and vocational education (introduction to)
Competency based vocational education
Job analysis

Roles and responsibilities of referral agencies; basic knowledge of vocational education, career education and rehabilitation programs; program evaluation and education, career education and rehabilitation programs; program evaluation and management; developing individualized plans; diagnosing and assessing SV students

Have some vocational skills
Understand jobs and job requirements
Be able to work as a team member

Working knowledge of vocational education; possibly job market for special needs student in a mainstreamed class. Various types of equipment and machinery. Modification techniques of equipment and machinery.

Philosophy of vocational education 3 hrs. (qtr)
Task analysis (3 hours)
Practicum of on-the-job in one of the vocational areas or in a vocational classroom. Total approximately 9 qtr. hours

Philosophy of vocational education
Vocational guidance
Individual appraisal
Occupational analysis

Vocational philosophy--prescriptive teaching

Should have additional training in student assessment, individualized instruction and competency based instruction

Philosophy in SW/SED and Content Course
Philosophy of VocEd and all content course

History and principles, techniques and methods occupational analysis, understanding the special needs students

Special education teachers should meet vocational approval requirements for all gainful classes.

Individual instruction in vocational education for handicapped children
Course in Exceptional Child
Course in Teaching the Disadvantaged Learner

Courses that include the following:
1. Analysis of human behavior-behavior modification
2. Techniques of teaching special needs youngsters
3. Mainstreaming the special needs student

Occupational and task analysis curriculum development
Vocational competency in at least one area

Training in classification of occupations and task analysis
Practical summer work experiences--non-teaching

Need to understand vocational education--making career choices and how to work with vocational teachers

A thorough working knowledge of the basic areas of vocational education
An awareness of the skills required in the basic areas of vocational education
A realistic, common sense approach to the education of the handicapped
An awareness that only God performs miracles

Overview of occupational areas--Ag, T&I, Health, Office Occ., DE and Home Economics
Orientation to vocational education
Remedial skills reading and math

Training in learning characteristics of various handicapping conditions
Visitations to several types of education and vocational programs serving the handicapped-special students, sheltered workshops, etc.

Orientation to vocational education and laws
Develop preparatory skills for students to enroll in vocational education classes

One year with SV students. One year in industry, business

Knowledge of vocational education terminology, philosophy, etc.

Working knowledge of philosophy and purposes of vocational education
Motivation to aid in work training (skills) for the Voc-Handicapped

Get vocational certified if teaching in occupational skill areas

Certification in the specific vocational program area in which they work with special students.

An awareness of VoEd and its purpose. Also accountability factor for VocEd

A course in the philosophy of vocational education

Vocational Education (orientation)

Must have knowledge of vocational education--believe in the philosophy of vocational education
Skill instruction in vocational areas in which they may be working

Philosophy and purpose of vocational education

APPENDIX D

RECOMMENDATIONS BY STATE SUPERVISORS OF MINIMAL PRE-EMPLOYMENT PREPARATION FOR GENERAL, ACADEMICALLY CERTIFIED TEACHERS (SCIENCE, MATH, SOCIAL STUDIES, ETC.) WHO WILL TEACH SV STUDENTS

APPENDIX D

RECOMMENDATIONS BY STATE SUPERVISORS OF MINIMAL PRE-EMPLOYMENT PREPARATION FOR GENERAL, ACADEMICALLY CERTIFIED TEACHERS (SCIENCE, MATH, SOCIAL STUDIES, ETC.) WHO WILL TEACH SV STUDENTS

Orientation to students with special needs (handicapped and disadvantaged)
Overview of legal requirements 94-482, Sect. 110 and definition, 94-142, Sect. 504
Orientation to Special Education and related services
Remedial skills in reading and math
Individualized instruction (IEP Development)
Overview of occupational areas - Ag, T&I, Health, Office Occ., DE and Home Economics
Orientation to vocational education

An awareness of vocational education and its purpose. Also accountability factor for vocational education

Relating subject matter to specifics and occupations instead of detached academic approach

Courses that include the following:
1. Analysis of human behavior-behavior modification
2. Techniques of teaching special needs youngsters
3. Mainstreaming the special needs student

Special training on how to refer special needs youngsters for assistance and special services

Nature and needs of the handicapped youngster

Understanding special needs students
Individualized instruction techniques
Occupational and task analysis curriculum development
Vocational competency in at least one area

Understanding problems of the vocational handicapped
Empathy for vocational-disadvantaged and motivation to produce for the handicapped
Working knowledge of philosophy and purposes of vocational education
Motivation to aid in work training (skills) for the vocationally handicapped
Relate general education information activities to the world of work

Same as our certification requirements but with a continuum on how to teach SV students
Needs to have same input as vocational but SV teachers be aware that it is only for programming and individualizing instruction and not to do the actual training as they (SV teachers) have a tendency to short change SV students

Psychology of the exceptional child
Intro-mental retardation
Introduction to learning disabilities
Counseling the disadvantaged
Philosophy of vocational education
Vocational guidance
Individual appraisal
Occupational analysis
Remedial reading and remedial math

Would need to be vocational education "block"--probably 15-20 semester hours of preparation

Learning characteristics of handicapped learners; material evaluations and adaptations; behavior management skills; and program and learner evaluation

Philosophy of vocational education - 3 hours
Task analysis - 3 hours
Teaching students with special needs - 3 hours
Special education counselors - 6 hours
Adapting major areas to vocational education - 6 hours
Practicum in vocational education either in classroom or on the job - 3 hours
Work at least two summers in two different occupations - 6 hours

Philosophy and purpose of vocational education

Two years in industry, business. One year with SV students

History and principles, techniques and methods occupational analysis, understanding the special needs students

Knowledge of both special educators and vocational education

Behavior management
Prescriptive teaching
Behavior management

Our vocational teachers already have the work experience--refer to standards
Special education teachers should meet vocational approval requirements for all gainful classes
Work and course requirements same as for vocational teachers

Should have additional training in student assessment, individualized instruction and competency based instruction

Training in curriculum modification techniques
Training in classroom management techniques
Training in identification of special student problems and referral procedures

Course in Exceptional Child
Course in teaching the disadvantaged learner

Philosophy of SW/SED and Content Course
Philosophy of VocEd and all content course

Related vocational instruction methodology
Characteristics of handicapped and disadvantaged

None if they are not in occupational skill areas

No special preparation other than preparation in math, etc.

Need a greater understanding of disadvantaged and handicapped students and how their subject matter is and can be related to vocational objectives

Inservice on who are the handicapped and what are they about
Knowledge of vocational education terminology, philosophy, etc.

Special education and vocational education courses

Need both special and vocational background
Understanding relationship of academics to work

Six semester hours of instruction on how to work with special students

General, academically certified teacher (science, math, social studies, etc.)

An awareness of vocational education and its purpose. Also accountability factor for vocational education
Relating subject matter to specifics and occupations instead of detached academic approach

Adaptation of physical and instructional environment
Counseling and/or referral for occupational and educational information
Fundamental skills of teaching
Prescriptive teaching
Diagnostic techniques
Adapting instruction for differing rates of development in special students
Curriculum modification
Student assessment
Skill instruction in vocational areas in which they may be working

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